



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

How to Obtain Materials Listed in SITN:

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Resources & Government Publications at (916-654-0081; csinfo@library.ca.gov).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

Prepared to Learn: The Nature and Quality of Early Care and Education for Preschool-Age Children in California. By Lynn A. Karoly and others. Technical Report. No. TR-539. (RAND Corporation, Santa Monica, California) 2008. 258 p.

[“More than half of California’s preschoolers attend center-based early care and education programs, but the children who have the most to gain from preschool frequently are those least likely to participate in the programs, according to a new RAND Corporation study. Researchers found that children from lower-income families, children whose mothers have less education and Latino children are significantly less likely than others to attend center-based early care and education programs, even though they are among the groups that consistently show a lack of readiness for school. While research

has demonstrated that high-quality preschool can help children prepare for kindergarten and later grades, RAND researchers found that the quality of preschools in California is mixed. Most center-based programs meet quality benchmarks for class size and child-staff ratios. But only one in four children participates in a classroom that provides instruction that promotes thinking and language skills, key features that prepare children for kindergarten. Children from more-affluent families were no more likely to experience high quality environments - especially those features linked to early learning - than children from low-income families.” RAND News Release (June 18, 2008.)]

Summary only: 24 p.

http://www.rand.org/pubs/technical_reports/2008/RAND_TR539.sum.pdf

Full text: http://www.rand.org/pubs/technical_reports/2008/RAND_TR539.pdf

Research Brief on report: 5 p.

http://www.rand.org/pubs/research_briefs/2008/RAND_RB9358.pdf

Changing the Kindergarten Cutoff Date: Effects on California Students and Schools. By Jill S. Cannon and Stephen Lipscomb. Occasional Papers. (Public Policy Institute of California, San Francisco, California) May 2008. 8 p.

[“When is the best time for children to enter kindergarten? In California, children who reach their fifth birthday by the cutoff date of December 2 are allowed to enter in that school year. California’s is one of the latest kindergarten entry cutoff dates in the nation, and it effectively allows California children as young as four years, nine months to enter kindergarten.... Proponents of moving the date earlier argue that children who enter kindergarten before age five are not developmentally mature enough yet for an academic setting, and that entering at an older age should improve academic performance.... Our review of 14 recent studies on the short- and long-term effects of entering kindergarten at an older age suggests that increasing California’s entry age will likely have a number of benefits, including boosting student achievement test scores. But it may also have the potential to increase the achievement gap among certain student subgroups. In this paper, we summarize and synthesize the findings of these 14 studies to provide a baseline of knowledge for further debate in the legislative and educational communities.”]

Full text at: http://www.ppic.org/content/pubs/op/OP_508JCOP.pdf

Technical Appendix: 36 p.

http://www.ppic.org/content/other/508JCOP_technical_appendix.pdf

Meeting the Challenge of Rural Pre-K. By Matthew Smith and others. Federal Policy Series. (Pre-K Now, Washington, DC) May 12, 2008. 16 p.

[“According to research from the National Center for Education Statistics (NCES), levels of pre-k access are lower in rural school districts than in either urban or suburban districts. Specifically, in 2006, an estimated 2.69 million children between the ages of

three and five lived in rural areas, and only half had access to ‘center-based preschool.’ These low access levels translate into lower school readiness among rural children. Students in rural districts have been found to be 15 percent less likely to begin kindergarten with key early literacy skills and 50 percent less likely to possess beginning sounds recognition than urban and suburban children. They are also 60 percent more likely to require special education placement than children from non-rural areas.”]

Full text at:

http://www.preknow.org/documents/policy/Meeting_the_Challenge_of_Rural_Pre-K.pdf

Pennsylvania Pre-K Counts for a Brighter Future: Mid Year Report 2007-2008. By the Pennsylvania Department of Education, Office of Child Development and Early Learning. (The Department, Harrisburg, Pennsylvania) 2008. 23 p.

[“An overwhelming majority of children who benefited from the inaugural year of Pennsylvania Pre-K Counts programs are ending the school year with age appropriate skills and behaviors or emerging skills and behaviors, according to year-end assessments. The data shows a 58 percent increase in the number of children meeting targets for early language and literacy skills. First-year reports on children's progress also show nearly 70 percent of Pennsylvania Pre-K Counts children have achieved age-appropriate skills and behaviors after participating in the program. Another 25 percent demonstrate emerging age-appropriate skills and behaviors.” NCSL E-Update (June 2008.)]

Full text at: http://www.pakeys.org/docs/PA_PKC_mid_year_report_only2007.pdf

2008 Kids Count Data Book: State Profiles of Child Wellbeing. By the Annie E. Casey Foundation. (The Foundation, Baltimore, Maryland) 2008. 200 p.

[“National trends in child well-being taken together have improved slightly since 2000, according to a report... by the Annie E. Casey Foundation.... The 19th annual Kids Count Data Book indicators show: - Five areas of improvement: child death rate, teen death rate, teen birth rate, high school dropout rate, and teens not in school and not working; - One area had no change: infant mortality rate; and - Four areas have worsened: low-birthweight babies, children living in families where no parent has full time year round employment, children in poverty, and children in single parent families. These national trends are not on par with the well-being improvements that were seen at the end of the 1990s, with little change since 2000. The report cites that more children are living in relative poverty in the United States than in any other economically advanced nation. ‘Kids Count contains some good and bad news,’ says Laura Beavers, coordinator of the national Kids Count project.... ‘We continue to see that well-being indicators have largely gotten better for teens, and they’ve gotten worse for babies. The percent of babies born at low-birthweight continues to increase, with the 2005 rate the highest reported since 1968.”]

Summary and Findings: 28 p.

http://www.kidscount.org/datacenter/db_08pdf/2008_sum_find.pdf

Full text at: http://www.kidscount.org/datacenter/db_08pdf/2008_databook.pdf

Create custom reports at: <http://www.kidscount.org/datacenter/databook.jsp>

The Timing and Quality of Early Experiences Combine to Shape Brain Architecture. By the National Scientific Council on the Developing Child. Working Paper. No. 5. (The Council, Center on the Developing Child, Harvard University, Cambridge, Massachusetts) December 2007. First printing February 2008. 12 p.

[“This new addition to the National Scientific Council's signature Working Paper series looks at the early opportunities - and hazards - of the developmental stages in brain development referred to as sensitive periods. The quality of a child's early environment and the availability of appropriate experiences at the right stages of development are crucial in determining the strength or weakness of the brain's architecture, which, in turn, determines how well he or she will be able to think and to regulate emotions. This report summarizes in clear language the most recent scientific advances in understanding the importance of sensitive periods and the implications of those findings for policy.” Early Education in the News (June 23, 2008.)]

Full text at:

http://www.developingchild.net/pubs/wp/Timing_Quality_Early_Experiences.pdf

Pre-K Now Public-Opinion Research: May 2008 Voter Survey Results. Survey conducted by Peter D. Hart Research Associates and American Viewpoint for Pre-K Now. (Pre-K Now, Washington, DC) June 2008. 8 p.

[“A national survey of 802 registered voters conducted for Pre-K Now in May 2008 found broad support for greater federal investments in state pre-kindergarten programs and recognition of the lasting benefits of early childhood education. Important survey findings include: - Seven in 10 voters - and 7 in 10 swing voters - support a new federal grant to help states increase the quality and availability of their pre-k programs. - Asked what makes a persuasive case for federal pre-k grants to states, 72 percent of voters found it very or fairly convincing that pre-k should be an opportunity for all children, including those from the middle-class families. - Almost 7 in 10 voters want state and local governments to provide voluntary pre-k for all children. - A large majority of every demographic - including 64% of Republican voters - said that a lack of high-quality pre-k programs in their community would be a problem.”]

Full text at: <http://www.preknow.org/advocate/opinion/nationalpoll.cfm>

In Focus: Pre-K Polling - Building a National Case for Pre-K. By Kathy Patterson and others. National Conference Call. (Pre-K Now, Washington, DC) June 2008. Podcast.

[“In June 2008, Pre-K Now hosted ‘In Focus: Pre-K Polling - Building a National Case for Pre-K’ to share results from Pre-K Now's national voter survey and tips for using public-opinion research to inform and advance all aspects of an advocacy campaign. Our bipartisan polling team, Jay Campbell of Hart Research Associates and Gary Ferguson of American Viewpoint, reviewed the major findings of our May 2008 survey. Pre-K Now's deputy state program director, Danielle Gonzales, followed up with advice on planning for and getting the most out of polling and surveys. Kathy Patterson, federal policy director at Pre-K Now, moderated the call.”]

Podcast at: <http://www.preknow.org/advocate/confcalls/usingpolling.cfm>

IMPROVED FAMILY FUNCTIONING

Measuring Poverty in the United States. By Nancy K. Cauthen and Sarah Fass. (National Center for Children in Poverty, New York, New York) June 2008. 4 p.

[“This fact sheet discusses how the U.S. government measures poverty, why the current measure is inadequate, and what alternative ways exist to measure economic hardship.... The official poverty measure is a specific dollar amount that varies by family size but is the same across the continental U.S. According to the guidelines, the poverty level in 2008 is \$21,200 a year for a family of four and \$17,600 for a family of three.... The poverty guidelines are used to determine eligibility for public programs.... The current poverty measure was established in the 1960s and is now widely acknowledged to be flawed.... Why is the current poverty measure inadequate? The current poverty measure is flawed in two ways. 1. The current poverty level - that is, the specific dollar amount - is based on outdated assumptions about family expenditures.... 2. The method used to determine whether a family is poor does not accurately count family resources.”]

Full text at: http://www.nccp.org/publications/pdf/text_825.pdf

Children of Incarcerated Parents [Issue theme.] By the University of Minnesota Center for Advanced Studies in Child Welfare. CW360°: A Comprehensive Look at a Prevalent Child Welfare Issue. (The Center, Saint Paul, Minnesota) Spring 2008. 36 p.

[“When a parent is incarcerated the family faces numerous challenges. For some families this includes involvement with the child welfare system. This circumstance presents unique challenges for families, as well as for child welfare. In this inaugural issue of CW360°, we seek to understand the experiences and outcomes of children of incarcerated parents and their families as they receive services in the child welfare system. We also

present information on system and community responses to these families; strategies to engage and help these families; and resources to support child welfare workers' efforts in addressing the challenges associated with cases involving children of incarcerated parents and their families.”]

Full text at: <http://cehd.umn.edu/SSW/cascw/attributes/PDF/publications/CW360.pdf>

Building the Future of Family Involvement [Issue theme.] The Evaluation Exchange. Vol. 14, No. 1-2 (Harvard Family Research Project, Harvard Graduate School of Education, Cambridge, Massachusetts) Spring 2008. 40 p.

[“This double issue of ‘The Evaluation Exchange’ examines the current state of and future directions for the family involvement field in research, policy, and practice. Featuring innovative initiatives, new evaluation approaches and findings, and interviews with field leaders, the issue is designed to spark conversation about where the field is today and where it needs to go in the future.”]

Full text at:

<http://www.hfrp.org/var/hfrp/storage/original/application/510c455b5997fc6af0ed14c03143dc96.pdf>

IMPROVED HEALTH

Year Four Evaluation: Arkansas Act 1220 of 2003 to Combat Childhood Obesity. By the University of Arkansas for Medical Sciences, Fay W. Boozman College of Public Health. (The University, Little Rock, Arkansas) April 2008. 62 p.

[“Arkansas' public schools are stepping up efforts to keep junk food away from kids, and parents are encouraging more healthy habits at home, according to the fourth annual evaluation of Act 1220, a comprehensive and coordinated approach to addressing childhood obesity in schools and communities.”]

Full text at: <http://www.rwjf.org/files/research/3300.31871.uamsyearfour eval.pdf>

Dental Care: The Often Neglected Part of Health Care. By Beth Lapin and Anna Jo Bodurtha Smith. Issue Brief. (The School of the 21st Century, Yale University, New Haven, Connecticut) Spring 2008. 7 p.

[“Tooth decay is the single most common and preventable chronic childhood disease. Research shows that school-based oral health programs can reduce tooth decay and promote oral health. Evidence indicates that Schools of the 21st Century provide precisely the mix of education and services to improve students' oral health and overall well-being. In this issue brief, we examine how Schools of the 21st Century implement cost-effective and efficient dental care programs.”]

Full text at:

http://www.yale.edu/21c/documents/2008_Spring_IssueBrief_Dental_000.pdf

“Breastfeeding-Related Maternity Practices at Hospitals and Birth Centers - United States, 2007.” By the Centers for Disease Control and Prevention. IN: Morbidity and Mortality Weekly Report, MMWR, vol. 57, no. 53 (June 13, 2008) pp. 621-625.

[“This report summarizes results from 2,687 hospitals and birth centers in the first survey of breastfeeding-related maternity practices conducted in the United States. These results provide information regarding maternity practices and policies in birthing facilities and can serve as a baseline with which to compare future survey findings. Individual facilities and states can use this information to improve maternity practices known to influence breastfeeding in the early postpartum period and after discharge. The findings indicate substantial prevalences of maternity practices that are not evidence-based and are known to interfere with breastfeeding. For example, 24% of birth facilities reported supplementing more than half of healthy, full-term, breastfed newborns with something other than breast milk during the postpartum stay, a practice shown to be unnecessary and detrimental to breastfeeding. In addition, 70% of facilities reported giving breastfeeding mothers gift bags containing infant formula samples. Facilities should consider discontinuing these practices to provide more positive influences on both breastfeeding initiation and duration.”]

Full text at:

http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5723a1.htm?s_cid=mm5723a1_e

National Infant and Early Childhood Mental Health Systems Summit Materials. By Zero to Three and others. Summit hosted by the Wisconsin Alliance for Infant Mental Health and Zero to Three, October 11-13, 2007, Milwaukee, Wisconsin. (Zero to Three, Washington, DC) October 2007. Various pagings.

[“Zero to Three now has an extensive section of our website devoted to the National Infant and Early Childhood Mental Health Systems summit.... Sixteen states brought teams of three to seven multi-disciplinary representatives in the public and private sectors and parents. This new section of the website includes notes and PowerPoint presentations from each of the summit sessions, as well as an overview of the summit and the policy recommendations that resulted.”]

Summit materials at:

http://www.zerotothree.org/site/PageServer?pagename=ter_pub_mentalhealth

Fact Sheet: Vulnerable Young Children. By Evelyn Shaw and Sue Goode. (University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center, Chapel Hill, North Carolina) May 2008. 7 p.

[“This fact sheet provides data on infants, toddlers and young children who are experiencing high stress as a result of a number of risk factors specifically identified in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), including substantiated abuse or neglect, foster care placement, homelessness, exposure to family violence and prenatal exposure to drugs or alcohol. It should be noted that these risk factors often co-occur with other serious risk factors, such as extreme poverty, environmental toxins, parental substance abuse (post-natally) and parental mental health problems, especially maternal depression.”]

Full text at: http://www.nectac.org/~pdfs/pubs/factsheet_vulnerable.pdf

Developmental Screening and Assessment Instruments with an Emphasis on Social and Emotional Development for Young Children Ages Birth through Five. Compiled by Sharon Ringwalt. (University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center, Chapel Hill, North Carolina) May 2008. 20 p.

[“In recent years, there has been a growing emphasis on the mental health and social and behavioral developmental needs of very young children. In response, state administrators and local providers of early intervention and preschool programs have worked to strengthen their screening and assessment of children’s social and emotional development. To meet this need, NECTAC compiled this product. This list of instruments was gathered through a review of: the infant mental health literature, states’ Part C and Part B-Section 619 Web sites, screening and assessment texts, and publishers’ Web sites. The screening instruments include both those that address multiple developmental domains as well as those that focus on the social-emotional developmental domain. The screening instruments are further sub-divided into those which must be administered by professionals and those that may be completed by family members or other caregivers. The information for each instrument includes a description, the age range for which the instrument was validated, the time to administer, the scoring procedure, psychometric properties, and requirements for administrators, and a link to, or address for, the publisher or source of more information.”]

Full text at: <http://www.nectac.org/~pdfs/pubs/screening.pdf>

IMPROVED SYSTEMS OF CARE

Ready to Succeed: Changing Systems to Give California’s Foster Children the

Opportunities They Deserve to be Ready for and Succeed in School: Recommendations and Implementation Strategies from the California Education Collaborative for Children in Foster Care. By the Center for the Future of Teaching and Learning and Mental Health Advocacy Services, Inc. (The Center, Santa Cruz, California) 2008. 54 p.

[“Policymakers from Congress to the state and local levels are sharpening their focus on the educational needs of children in foster care, a population that can exceed 700,000 nationally in the course of a year and which has doubled in the past two decades. In many cases, their strategies coincide with recommendations outlined in a recent report on California’s massive foster-care system: access to preschool for foster children, specialized training for teachers, and making sure child-welfare agencies have educational liaisons. ‘A focus on school readiness and school success may not heal all the damage already inflicted early in the lives of foster children, but it can give these children - and many of their peers - the fighting chance they need and deserve to thrive as adults,’ says the report....” Education Week (June 11, 2008.)]

Summary Report: 36 p. <http://www.cftl.org/documents/2008/FCsumreport.pdf>

Full text at: <http://www.cftl.org/documents/2008/FCfullreport.pdf>

A Case Study of the Massachusetts Department of Early Education and Care. By Jill Norton and Chrystal Bish, Rennie Center for Education Research and Policy. (The Center, Cambridge, Massachusetts and Strategies for Children, Inc., Boston Massachusetts) April 2008. 59 p.

[“Strategies for Children and the Rennie Center for Education Research and Policy have released a new report titled ‘A Case Study of the Massachusetts Department of Early Care and Education,’ which provides an explanation of the history, successes, and political and logistical challenges of the creation and formation of the EEC. The report suggests a number of lessons learned for other states that may be thinking of creating new departments or consolidating agencies in a similar way.” NCSL E-Update (June 2008.)]

Full text at: http://www.strategiesforchildren.org/Publications/0804_Rennie_Case.pdf

Partnering with the Private and Philanthropic Sectors: A Governor’s Guide to Investing in Early Childhood. By Sarah Daily, National Governors Association Center for Best Practices and others. (The Center, Washington, DC) [2008.] 64 p.

[“The NGA Center for Best Practices is pleased to announce the release of a... report, ‘Partnering with the Private and Philanthropic Sectors: A Governor’s Guide to Investing in Early Childhood.’ In recent years, several governors have partnered with private and philanthropic leaders to maximize funding and achieve positive outcomes for young children. This guide describes the nature and activities of such early childhood public-

private partnerships and aims to help governors and state policymakers navigate the decisions they will make if they wish to pursue such partnerships in their own state.” NCSL E-Update (June 2008.)]

Full text at: <http://www.nga.org/Files/pdf/0806PARTNERINGEDUCATION.PDF>

What Does Economics Tell Us About Early Childhood Policy? By the RAND Corporation. Research Brief. (RAND, Santa Monica, California) May 2008. 5 p.

[“To help decision makers in the public and private sectors, service providers, and the public more generally, RAND researchers drew on their decades-long expertise in applying economics to early childhood issues to demonstrate how two economic concepts - human capital theory and monetary payoffs - contribute to a unifying framework that provides evidence-based guidance for early childhood policy. These concepts are summarized in this research brief.”]

Full text at: http://www.rand.org/pubs/research_briefs/2008/RAND_RB9352.pdf

STUDIES TO COME

[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]

IMPROVED FAMILY FUNCTIONING

“Maternal Gatekeeping, Coparenting Quality, and Fathering Behavior in Families with Infants.” By Sarah J. Schoppe-Sullivan and others. IN: Journal of Family Psychology, vol. 22, no. 3 (June 2008) pp. 389-398.

[“Mothers play an important role in determining how much fathers get involved in taking care of their infants, according to new research. A study of 97 couples found that fathers were more involved in the day-to-day care of their infants when they received active encouragement from their wife or partner. In fact, this encouragement was important even after taking into account fathers' and mothers' views about how involved dads should be, the overall quality of the couple's parenting relationship, and how much mothers worked outside the home. In addition, fathers' beliefs about how involved they should be in child care did not matter when mothers were highly critical of fathers' parenting. In other words, fathers didn't put their beliefs into practice when faced with a particularly judgmental mother. ‘Mothers are in the driver's seat,’ said Sarah Schoppe-Sullivan, co-author of the study and assistant professor of human development and family science at Ohio State University. ‘Mothers can be very encouraging to fathers, and open the gate to their involvement in child care, or be very critical, and close the gate.’ ‘This is the first real evidence that mothers, through their behavior, act as gatekeepers by either

fostering or curtailing how much fathers take part in caring for their baby.” Ascribe Newswire (June 2, 2008.) NOTE: Maternal Gatekeeping... will be available for loan.]

“The Costs of a Public Health Infrastructure for Delivering Parenting and Family Support.” By E. Michael Foster and others. IN: Children and Youth Services Review, vol. 30, no. 5 (May 2008) pp. 493-501.

[“Objectives. To estimate the costs of building a public health infrastructure for delivering a population-wide evidence-based multi-level system of parenting interventions to strengthen parenting; reduce risk for child maltreatment and coercive parenting practices; and reduce the prevalence of early child behavioral and emotional problems. Methods. Using data from 9 South Carolina counties, this study examines the costs to service agencies of training a wide range of providers. Using data on the number of children and families served, the paper estimates the total costs of training providers sufficient to treat all children and families in a hypothetical community. Results. The costs of the universal media and communication component totaled less than \$1.00 per child in the population. The costs of training service providers to deliver at other intervention levels were quite modest (\$11.74 on a per child basis). Conclusions. This study shows that a population-wide system of efficacious parenting programs aimed at reducing child behavioral and emotional problems and promoting effective parenting is quite feasible. Rough estimates suggest that these costs could be recovered in a single year by as little as a 10% reduction in the rate of abuse and neglect.” NOTE: Costs of Public Health... will be available for loan.]

“The Parents as Teachers Program and School Success: A Replication and Extension.” By Edward Zigler, Zigler Center in Child Development and Social Policy, Yale University, and others. IN: Journal of Primary Prevention, vol. 29, no. 2 (March 2008) pp. 103-120.

[“This study is a replication and extension of an earlier study, using a larger sample, a better measure of poverty status, and new longitudinal data. The study used path analysis to test hypothesized models of how the Parents as Teachers (PAT) program affects children’s school readiness and subsequent third-grade achievement. Participants were 5,721 kindergarten children who were chosen to be representative of all children beginning public school in the state of Missouri in the fall of 1998–2000. These children were subsequently located in the state’s third-grade test database 4–5 years later (82% of the original kindergarten sample). The causal models, which postulated both direct and indirect effects of PAT, were strongly supported by the data. Editors’ Strategic Implications: The findings add to the evidence that the PAT home visiting program holds promise as a primary prevention program. The authors demonstrate how parenting practices (including reading to children and enrolling them in preschool) promote both school readiness and subsequent academic achievement, but they also remind us of the pervasive effects of poverty.” NOTE: Parents as Teachers... will be available for loan.]

CONFERENCES AND FUNDING OPPORTUNITIES

The 2nd biennial conference on: Brain Development & Learning: Making Sense of Science. University of British Columbia. July 12-15, 2008. Sheraton Vancouver Wall Centre, Vancouver, British Columbia, Canada.

[“An interdisciplinary conference devoted to improving children’s lives by making cutting-edge research in neuroscience, child psychology, and medicine understandable and applicable to those who work with children on a daily basis.”]

For more information and to register: <http://www.interprofessional.ubc.ca/bdl.html>

177th Scientific Conference: "Raising the Resilient Child." North Pacific Pediatric Society. August 21-24, 2008. Suncadia Resort, Cle Elem, Washington.

[“What enables children to ‘bounce back’ from life’s greatest challenges? What does the best science offer in the practice of immunizing kids to prevent emotional and social dysfunction? What are the most effective strategies to promote psychosocial resilience, especially in children who are the most vulnerable? At the North Pacific Pediatric Society’s 177th Scientific Conference you find answers to these crucial questions that address our theme, ‘Raising the Resilient Child.’”]

For more information and to register:

<http://www.northpacificpediatricsociety.org/calendar.htm>

NACCRRA Leadership and Management Institute. By the National Association of Child Care Resource and Referral Agencies. July 8-11, 2008. The Westin Gaslamp Quarter, San Diego, California.

[“NACCRRA is pleased to announce its second Leadership and Management Institute, designed specifically for CCR&R Executive Directors and managerial staff. The Institute will feature high-level training on finance, accounting, management, marketing, and leadership.”]

For more information and to register: <http://www.naccrra.org/conferences/LMI/>

PK-3 Research and Evaluation Small Grants Program. By the Foundation for Child Development. Deadline: July 15, 2008.

[“The Foundation for Child Development (FCD) announces a grants program to be funded through its PK-3 Research and Evaluation Forum. A maximum of four awards of

up to \$50,000 each will be provided to researchers proposing to use one or more datasets from the PK-3 Data Resource Center: The First Six Years of Schooling and Beyond.”]

For more information: <http://www.icpsr.umich.edu/PK3/spotlight/rfp.html>

Ezra Jack Keats Minigrant Program. Minigrant program for public schools and public libraries by the Ezra Jack Keats Foundation. Minigrant award is \$500.00.

[“Schools and Libraries seeking to implement creative programs are eligible to apply for \$500.00 minigrants from the Ezra Jack Keats Foundation. Minigrants are available on the ongoing basis and awards are announced each December.” Calix (June 12, 2008.)]

For more information and to apply:

<http://www.ezra-jack-keats.org/programs/minigrant.html>